CHILDREN'S JUDGMENTS BASED ON THEIR PERCEPTIONS OF TEACHER CHARACTERISTICS

By

LINDA S. RICHEY

A DISSERTATION PRESENTED TO THE
GRADUATE COUNCIL OF THE UNIVERSITY OF FLORIDA
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY

UNIVERSITY OF FLORIDA

1979

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ACKNOWLEDGMENTS

I would first like to express my sincere appreciation to Dr. Bob Algozzine who has served as my doctoral committee chairman with a style that has encompassed both support and encouragement as well as the individual latitude to allow growth, both professionally and personally. To the other members of the committee, Dr. Cecil Mercer, Dr. Michael B. Resnick, Dr. Rex E. Schmid, and Dr. Stuart E. Schwartz, I express gratitude for their participation and professional concern during my professional preparation.

My family, who has observed my evolution as an educator with love and concern, deserve heartfelt thanks for their patience and indulgence. The greatest personal sacrifices which were made throughout my entire professional preparation by my daughter, Julie, will be remembered always for without these sacrifices this dissertation would never have been possible. To Dr. Robert Hux, whose faith, support, and friendship have sustained me through the last decade of my life and particularly during the last two years, I will remain eternally grateful.

A special note of appreciation to Leila R. Cantara for technical assistance and preparation of the manuscript. Her efforts on my behalf went for beyond any which might have been expected, and for the part of herself she gave to me, I am grateful.

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Abstract of Dissertation Presented to the Graduate
Council of the University of Florida in Partial
Fulfillment of the Requirements for the
Degree of Doctor of Philosophy

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Linda S. Richey

December, 1979

Chairman: Robert F. Algozzine
Major Department: Special Education

The purpose of this study was to examine teacher behavioral and personality characteristics and the relationship between these characteristics and the reactions of both emptionally handicapped and regular class students to teachers. It was hypothesized that the reactions of emotionally handicapped students to selected teacher characteristics would be significantly different from reactions of regular class students.

The study was conducted in three phases. Phase I was an open end survey in which 367 students from grades six, seven, and eight were asked to list traits they did not like about teachers as well as those they did like. Traits identified on these surveys were incorporated into a rating scale for use in Phase II which was designed to validate information obtained in Phase I. Four hundred and fifteen students were asked to rate teacher behaviors on a scale of 1=like to 5=dislike. Data obtained from these ratings were

factor analyzed to identify clusters of behaviors for the development of videotapes for Phase III. Videotapes of a teacher and three students under positive, negative, and mixed (both positive and negative) treatment conditions were presented to 22 emotionally handicapped and 28 regular class subjects who had been randomly selected from middle school students and randomly assigned to one of three treatment groups. A two factor analysis of variance was performed on mean scores of the children's ratings of the teacher portrayed on the videotapes, and resulted in several effects which were further analyzed.

Results of the data analysis revealed a significant ($p \leq .05$) main effect of tape content (F (2,49) = 11.59) and for tape content by class placement interaction (F (2,49) = 3.88). Further analysis of these results support the hypothesis that emotionally handicapped students respond to certain teacher behaviors in a manner which is different from responses of their regular class peers. Interpretation of the results and implications for future research are discussed.

CHAPTER I

INTRODUCTION

Rosenthal and Jacobson's Pygmalion in the Classroom (1968) has served to generate a great deal of investigation into teacher-student relationships over the last decade. Among the variables which researchers have examined are teacher expectancy (Braun, 1976; Brophy & Good, 1974; Halperin, 1976; Harari & McDavid, 1973), teacher attitudes (Good & Brophy, 1972; Willis & Brophy, 1974), teacher voice amplitude (O'Leary, Kaufman, Kass, & Drabman, 1970), teacher-student interaction (Butler, 1975; Good & Grouws, 1973; Noble & Nolan, 1976; Redd, Morris, & Martin, 1977; Rosenshine, 1973; Slaby & Crowley, 1977), and student characteristics (Algozzine, 1977b; Algozzine, Mercer, & Countermine, 1977; Algozzine & Salvia, 1976; Fineberg, 1976; Rappaport & Rappaport, 1973).

Teacher-student relationships have also been examined from an ecological perspective (Rhodes, 1967) which suggests that the child may be "disturbing" to others rather than "disturbed." Algozzine (1976) has examined the "disturbingness" of certain behaviors of children as they relate to teachers.

In the study of teacher-student relationships there appears to be a scarcity of data on teacher characteristics and their

effects on students. This study was proposed to examine teacher behavioral and personality characteristics and their possible relationship to student reactions to and judgments of teachers.

Context of the Problem

The importance of teacher-student relationships has been the topic of considerable research in education. If these relationships are of importance to all students, it may be assumed that they are even more critical to emotionally handicapped students since these are the least well-adjusted of student populations. The purpose of this study was to examine teacher behavioral and personality traits and the relationship between these traits and children's perceptions of and reactions to teachers, and subsequently to determine if children who have been identified as emotionally handicapped have perceptions of and reactions to these traits which are significantly different from the perceptions and reactions of students who are assigned to general education classrooms.

Questions Under Investigation

This study identified teacher characteristics which are viewed positively by students and teacher characteristics which are viewed negatively by students in order to answer the following research questions.

1. Do children react differently to teacher behaviors portrayed on videotapes regardless of the class placement of the child?

2. Do children from emotionally handicapped and general education classes react differently to teacher behaviors portrayed on videotapes regardless of the nature of the behavior engaged in by the teacher?

3. Do children react differently to teacher behaviors portrayed on videotapes as a function of their class placement and the nature of the teacher's behavior?

Limitations

Subjects of this study consisted of students assigned to grades six, seven, eight, and nine who attend schools in Marion and Alachua counties in North Central Florida and in Minneapolis, Minnesota. Consequently, results of the study cannot be generalized to populations differing in age range, socio-economic differences, or in general regional characteristics. Generalizability of these data are further limited in that subjects in Phase III were self-selected, private school students and students assigned to a facility for emotionally handicapped students. Also, the nature of the experiment (i.e., videotape presentation of teacher behaviors) limits generalizability to similar circumstances of investigation.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains a review of literature related to the topic of the investigation. This review will include a discussion on attitudes, interaction of attitudes and the environment, effects of students on teacher reactions, effects of teachers on student reactions, and effects of teachers on emotionally handicapped students.

Attitudes

Human attitudes and interaction processes are referable to future plans, intentions, and consequences for the individual (Sherif, 1976). A child begins to form attitudes that encompass his or her future as an adult male or female, parent, worker, or student; these attitudes endure for weeks, months, years, and even a lifetime.

Having an attitude is the act of being for or against something, and such attitudes are inferred from an individual's characteristic, consistent modes of behavior which are directed toward (e.g., preferring, favoring, wanting, approaching) or

against relevant situations, events, persons, or groups. One commonly accepted definition of attitude has been proposed by Katz (1960).

> Attitude is the predisposition of the individual to evaluate some symbol or object or aspect of his world in a favorable or unfavorable manner. . . . Attitudes include the affective, or feeling core of liking or disliking, and the cognitive, or belief elements which describe the effect of the attitude, its characteristics, and its relations to other objects. (p. 168)

Katz's definition implies that a person's attitude is inferred on the basis of how he acts. In addition, the way a person acts is responsive to his immediate social system as well as the inner promptings of an attitude. Social situations for which the attitude concept was first considered important include how a person sizes up the situation, what the person moves toward or away from, and a person's conformity to the normative pattern shared by the members of his/her reference group.

Attitudes formed during interaction with the environment have an "objective" side than can be measured and studied independently of particular individuals who relate to that environment. Within the school environment, the relationship, or tie, formed by individuals (both students and teachers) with objects of their attitudes, whether personal or psychological, have been historically of considerable interest to educators. These relationships and attitudes of students and teachers within the school environment will be discussed in the following sections of the review of literature.

Teacher-Student Interaction

Over a decade ago, Rosenthal and Jacobson's controversial work, Pygmalion in the Classroom (1968), set in motion an enormous research effort both attempting to replicate their findings and to investigate further the effect of expectations in the classroom. Since that time much research has been conducted on both teacher expectancy and teacher-student interactions. Recently Brophy and Good (1974) published a lengthy review of the state of the art in teacher-student relationships. In this work the authors expressed concern that most educational research at that time focused on the teacher and treated the class as an undifferentiated group, thus ignoring and masking student differences. In Brophy and Good's review, evidence was found to support the contention that teachers tend to prefer students from higher social class homes and have more positive interactions with them. Similar findings were reported for race in that teachers tended to discriminate against black and other minority students. High-achievers, students with personalities that appeal to teachers, and students who are physically attractive were found to be the objects of higher teacher expectations and were recipients of more positive teacher attitudes. Other student characteristics were found to bias teacher interaction: neatness of writing, seating location in the classroom, and lack of use of standard English, among others too numerous to list. Recently additional research has been conducted

related to both student effects on teachers and teacher effects on students.

Student Effects on Teachers' Reactions

Good and Brophy (1972) in an attempt to replicate and extend the work of Silberman (1969), examined differential teacher behavior toward students. Teachers were asked to place their students in one of four categories: attachment, concern, indifference, and rejection. In examining teachers' attitudes toward students for whom they felt "attachment," they found that teachers held these students up as models and provided them with more praise. Students who were viewed with "concern" made extensive demands upon the teacher's time but had fewer restrictions placed on them by the teacher. Teachers praised their work frequently and were careful to reward effort. Teachers seldom noticed students they viewed with "indifference" and had much less contact with them than others in the class. Most contacts with these students were infrequent and brief. A final group of students who was perceived as being "rejected" were the ones who were seen as making illegitimate or overwhelming demands upon the teacher. These "rejected" students often received criticism when they approached the teacher and appeared to be able to do nothing right.

Harari and McDavid (1973) examined teacher expectations as they relate to name stereotypes. The results of their study were

supportive of the assumption that teachers attribute higher quality to the work of students with names associated with a positive stereotype. This phenomenon appeared to be greater for experienced teachers than for inexperienced college sophomores. The authors concluded that teachers probably accumulate these stereotypical expectations and biases over time with their training and experience as teachers.

Origins of teacher's attitudes toward young children were examined by Willis and Brophy (1974) who focused on discovering these origins by collecting first grade teachers' early impressions of students. The authors concluded that there are distinct characteristics of students who are perceived negatively. Willis and Brophy further concluded that students' level of school success, the degree to which they reward teachers in their personal contacts with them, and the degree to which they conform to class rules seem to be critical variables. It was also stated that expectations are closely tied to student achievement, but attitudes appear to be more closely related to the personal qualities of the student and his or her reaction to the teacher.

Attractiveness as it relates to psychological development (Algozzine & Salvia, 1976) and classroom interactions (Algozzine, 1977b) has been recently investigated. These studies suggest that appearance, self-concept, peer acceptance, I.Q., and report card grades are all interrelated. In the study of classroom interactions,

Algozzine (1976) reports that results of his study suggest that attractive and unattractive students receive differential treatment in school for the positive dimension of the interaction pattern which was observed.

It has been suggested that schools accept a very limited range of behaviors when that range is defined by regular teachers (Algozzine, 1976). The notion that a child's behavior may be more "disturbing" than disturbed has also been discussed (Algozzine, 1977a; Rhodes, 1967; Swap, 1974). Implications of these studies are related to the importance of recognizing the difference between disturbed and disturbing behavior. If it is assumed that the child is disturbed, then the treatment emphasis will be directed toward changing the unacceptable child and the responsibility for change and improvement rests with the child. If, on the other hand, we assume that the child is disturbing, we can attempt to change the environment and the individuals with which the child interacts, which include teachers.

Teacher Effects on Students' Reactions

Attitudes of significant adults can have great impact on students. Fineberg (1976) examined the development of children's sensitivity to and recognition of affective attitudes as manifested by adult body postures. Subjects for the study were 4, 5, 6, and 10½ year olds who were required to view photographs of both black and white adults displaying positive, neutral, and

negative body postures in both standing and sitting positions. Results of the study showed that children as young as four are sensitive to attributes expressed nonverbally in adult postures and that children's sensitivity to nonverbal cues improves with age. Students appeared to be more sensitive to standing postures than to sitting postures.

Teacher effects on the academic performance and achievement of students have been investigated (Firestone & Brody, 1975; Veldman & Brophy, 1974). Although Firestone and Brody's data could not conclusively refute or support the assumptions that were investigated, the authors did suggest that negative interactions and some positive interactions appear to have some relationship to performance. They further stated that it is possible that the behavior of the teacher toward the child is a result of some other factor within the child which is independent of I.Q. but is related to academic achievement. Veldman and Brophy's study of 115 second and third grade teachers showed that teachers do effect student learning to a degree that is both statistically and practically significant. The authors stated that the children who experienced the highest percentage of negative interactions with their kindergarten teacher did poorly on word knowledge and on the Metropolitan Achievement Test given at the end of first grade.

Halperin (1976) investigated the relationship between first grade teachers' classroom goals and practices and their students'

perceptions of school and their classroom behaviors. Some of the results of this study indicated that teachers with different value systems behaved differently in the classroom, and that these differences seemed to effect students' perceptions of school. Strict teachers imposed more rules, rarely explained them, and spent less time soliciting student participation than did permissive teachers. Students from permissive classrooms expressed an awareness of personal responsibility which was evident in their classroom behaviors. Observations during the second period of the study suggested that students' non-attending behaviors had decreased slightly in the permissive classrooms, but had increased in the strict classrooms. Halperin concluded that techniques used by the strict teachers were not effective for achieving their goal of tight classroom control.

Effects of positive and negative adult-child interactions on children's social preferences have been explored by Redd, Morris, and Martin (1977). Results indicated that the students tend to prefer the positive adult and avoid the negative adult. The authors point out that this may be a negative side effect of punishment and make reference to Azrin and Holz's (1966) discussion concerning punishment procedures and their reinforcement of escape behavior. Azrin and Holz view termination or avoidance of punishment as functioning as a reinforcer. Another interesting finding of Halperin's study was that adults who used praise without any reinforcement contingency to back it up were well-liked yet ineffective as behavior modifiers.

Slaby and Crowley (1977) investigated the modification of cooperation and aggression through teacher attention to children's speech. Results suggested that teachers may increase either cooperative or aggressive speech in the classroom by simply attending to either of these forms of speech. The authors also found that in order for teacher attention to serve as an effective reinforcer, it need not take an evaluative form. A non-evaluative statement reflecting children's own remarks may be sufficient to increase desired verbalizations in the classroom. Generally it was also found that an increase in one form of speech (cooperative) was accompanied by a decrease in the other form (aggressive).

A comparison between teachers' and pupils' perceptions of the causes of disruptive behavior was made by Butler (1975). Conclusions drawn from this study of 30 junior high school teachers and 30 pupils were that teachers and students differ in their perceptions of causes of disruption, with teachers tending to attribute causes to characteristics and traits of the acting-out student and students tending to attribute causes to circumstances and situations.

Teacher personality traits such as anxiety (Coates & Thorenson, 1976) and sociopsychological dynamics (Braun, 1976) have also been discussed. Coates reported that Doyal and Forsythe (1973) found teacher anxiety to be positively related to student anxiety. Braun recommended that teachers be sensitized to the biases and stereotypes they hold and be encouraged to examine these biases seriously in relation to their classroom behavior. He further states that

"after all, it is the teacher expectations of the pupil and the vicious circle it triggers that will determine largely the child's self-image, and ultimately academic success or failure" (p. 209). The impact that teachers can and do have on students has been clearly demonstrated in the literature. If the welfare of emotionally well-adjusted children can be influenced by the behavior of classroom teachers, then the effects of teachers on emotionally handicapped students is of even more concern.

Teacher Effects on Emotionally Handicapped Children

Few studies have been conducted to examine effects of teacher behaviors on students who have been identified as emotionally handicapped. O'Leary, Kaufman, Kass, and Drabman (1970) examined the effects of loud and soft reprimands on the behavior of disruptive students and found that disruptive behavior decreased in frequency when reprimands were soft and could only be heard by the student being reprimanded. The authors cuationed that soft reprimands not replace praise, but suggested that when combined with praise might be useful in reducing disruptive behavior.

Kauffman (1977) lists several ways in which the school may contribute to the development of behavior disorders in children. These possible cuases include (a) school administrators, teachers, and other pupils may be insensitive to the child's individuality; (b) teachers may hold inappropriate expectations for children; (c) teachers may be inconsistent in managing children's behavior;

(d) instruction may be offered in nonfunctional (i.e., irrelevant) skills; and (e) inappropriate contingencies of reinforcement may be arranged by school personnel. Kauffman further points out that the answer to the question "Why did this child become emotionally handicapped?" is usually "no one knows" (p. 139). If, as Kauffman states, no one really knows why children become emotionally handicapped, then it becomes important to investigate causes other than the traditional ones which view the problem as residing within the child and his or her effect upon those with whom he/she interacts.

Summary

This review of literature has examined the study of attitudes and the interaction of attitudes of those within the school environment. Eight studies which dealt with students' effects on teachers were examined as were nine studies which investigated the effects of teachers on various aspects of student behavior and classroom performance. One example from literature related to teacher behaviors as they affect behaviorally disordered students was also reported. There appears to be a paucity of literature on student-teacher relationships relative to student perceptions of and reactions to teacher behaviors or to emotionally handicapped students as separate from their regular class peers.

This brings us to the other half of the expectancy equation, Pygmalion (Rappaport & Rappaport, 1973). The authors state, "as is the tendency in much behaviorally oriented research, the actor, in

this case the child, has largely been omitted from the expectancy equation with most research focusing on the teacher" (p. 532). It is further stated that the problem with most educational programs is that the teacher is the sole source of encouragement and, if negative bias exists, the child becomes the victim. From the perspective of Felker (1974) this study emanates, for "teachers the job is to see that the play is acted our so that the actors are not destroyed" (p. 64). The extent to which the actors (i.e., children) perceive teachers differently was the topic of this research. Reactions and perceptions of the emotionally handicapped student in contrast to his/her better adjusted peers were of particular interest in this research.

CHAPTER III

METHOD AND PROCEDURES

Chapter III presents the purpose, method, and procedures for Phases I, II, and III of the dissertation. Subjects and procedures will be described and materials and dependent measures will be presented. Also included are methods for establishing reliability and validity, data collection, and data analysis.

Phase I

Purpose

The purpose of Phase I was to ascertain the extent to which teacher behaviors viewed positively by students and teacher behaviors viewed negatively by students might be identified. Information obtained from children regarding such teacher behaviors was considered to be prerequisite to the development of videotapes for use in Phase III of the study.

Subjects

Participants in Phase I were students who attend a junior high school in Gainesville, Florida. A breakdown of these subjects by sex, race, and grade level is presented in Table 1. Subjects

included 178 males and 168 females; 284 students were white, 56 were black, and four were of other minority races. Thirty-one percent of the students were sixth graders, 28 percent were in seventh grade, and 36 percent were assigned to eighth grade. The remaining 5 percent were students who were assigned to a resource room for the emotionally handicapped.

Table 1

Breakdown of Phase I Subjects by Sex, Race, and Grade Level

	Sex		Race			Grade Level			
	Male	Female	White	Black	Other	EH	Six	Seven	Eight
N	178	168	284	56	4	17	113	102	134
%	51	49	87	12	1	5	31	28	36

Students at these grade levels were chosen on the assumption that their expressive language skills would be developed adequately for the requirements of an open-end questionnaire. Classroom assignments at this school were made at random each year and one-half of the classes were randomly selected for participation in the study.

Procedure

Subjects completed an open-end questionnaire (see Appendix A) which asked them to list things they liked and things they did not like about teachers. Instructions to students were printed on the survey and were also read orally to control for differences in reading abilities among students. One half of the surveys presented "like" first and "do not like" second and the remaining surveys presented each in reverse order. This technique was employed as a method of controlling for effects of order of presentation. Students were also asked to include their sex, race, and grade level assignment.

Data Analysis

Three hundred and sixty-seven questionnaires from Phase I yielded a total of 2,637 responses. Reduction of these data was accomplished in the following manner. Fifty surveys were selected at random from the 367 which were completed, and were used to form 50 positive and 80 negative categories of teacher behaviors. An additional 17 surveys were also used in the formation of the categories, and were included on the basis of the high number of responses on both items that were made by the respondent. This procedure was employed to ensure that the responses of the most articulate students would be included, and that a maximum number of categories might be formed in order to retain as much meaningful information as was possible.

These additional surveys yielded five positive and 20 negative categories. This categorization process resulted in the formation of 55 "positive" categories and 100 "negative" categories of teacher behavior. Data from 211 367 surveys were then coded by a master's candidate from the counseling department into the 155 categories.

Statistical Package for the Social Sciences (SPSS) subprogram FREQUENCIES (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975) was utilized to determine the percentage of responses which fell into each category (see Appendix B). A decision was made to delete categories in which the response rate was less than 5 percent; that is, categories of teacher behaviors which wwre named by less than 18 children were deleted. Fifty-four of the original 155 categories which obtained a response frequency $\geq$ 5 percent were retained to be included in the Phase II Teacher Behavior Rating Scale. The 5 percent cutting off point was considered to be conservative, and was established in order to consistently retain as much information as possible during the process of data reduction.

Phase II

Purpose

The purpose of Phase II was to validate information obtained from the Phase I survey and to further reduce the data to clusters of teacher behaviors that could be incorporated into the videotapes

for Phase III. Validation was conducted across both settings and formats.

Subjects

Phase II subjects consisted of students who attend public schools in Marion County in North Central Florida. Participants in the study included the entire sixth grade from a rural middle school, and seventh and eighth graders from an inner city middle school, whose teachers had volunteered to allow the study to be conducted in their classrooms. A breakdown of Phase II subjects by sex, race, and grade level is presented in Table 2.

Table 2

Breakdown of Phase II Subjects by Sex, Race, and Grade Level

	Sex		Race			Grade Level		
	Male	Female	White	Black	Other	Six	Seven	Eight
N	191	224	224	169	22	320	48	43
%	46	54	54	41	5	77	13	10

Subjects ranged in age from 9 years 6 months to 14 years 8 months. Forty-six percent of the sample were males and 54 percent were females. Distribution by race was 54 percent white, 41 percent black, with the remaining 5 percent composed of Spanish

American, Asian, and Indian children. The majority of students were sixth graders (77 percent), while 12 percent came from seventh grade, and 10 percent from eighth grade. Data collection occurred during the final week of the school year.

Materials

The Teacher Behavior Rating Scale, referred to as Student Questionnaire, (see Appendix C) which was developed from student responses on the Phase I survey was used for Phase II of the study. The rating scale was administered utilizing a slide-tape format in order to control for inconsistencies among administrators, techniques of presentation, and variability of reading level of subjects. Wollensak multi-media equipment was used for presentation of the scale items. Instructions to participants and scale items were presented by synchronized audiotape and slides.

Procedures

Subjects were asked to rate, on a scale of 1 to 5, each of 54 items on the Teacher Behavior Rating Scale; a response of 1 indicated that the behavior under consideration would be liked a lot by the student while a rating of 5 signified that the behavior would be disliked a lot by the student.

The rationale for the study was first presented (see Appendix E for tape script), followed by an example of the rating scale and one example of a positive teacher behavior, which was selected on the basis of appeal to students of this age group (i.e., disco

dancing). Each of the 54 items of the scale were simultaneously presented on slides and audio tape at 25-second intervals, and were repeated once on the tape after the initial presentation. Following completion of the rating scale, subjects were asked to supply information concerning their sex, race, grade level assignment, and date of birth.

Data Analysis

The analysis of data obtained from the Teacher Behavior Rating Scale (T.B.R.S.) was designed to identify simple structure within the 54 items of the scale, and to reduce the number of variables to more global dimensions of teacher behaviors as perceived by students.

The correlation matrix of the 54 T.B.R.S. scale items was subjected to a Principal Components analysis without iteration, using SPSS subprogram FACTOR (Nie et al., 1975). In order to determine the number of substantive factors contributing to non-trivial common variance, the scree test for the number of factors (Cattell, 1966) was employed. Graphic representation of the scree test is presented in Figure 1.

The first four factors which occurred before the straight line of the scree were retained for Varimax rotation, which was utilized to further simplify the factor structure. Items with factor loadings of $\geq .40$ were considered to be interpretable and were retained in the rotated factors.

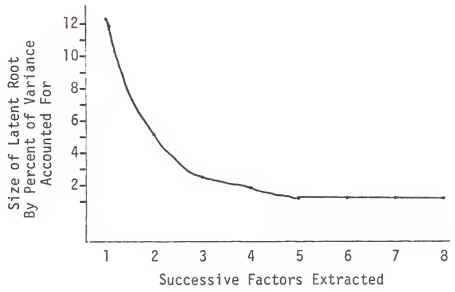

Figure 1

Scree Test for the Number of Factors

Four dimensions of teacher behaviors were thus identified (see Appendix F). Factor I included aspects of teachers' classroom management skills and techniques which were commonly agreed upon by respondents. Teacher behaviors such as not allowing children enough personal freedom (e.g., use the bathroom, sharpen pencils, chew gum, talk), giving unrealistic or unreasonable work assignments (e.g., give too much work, tests every day, not enough time to finish work), or too strict so that children are not allowed to get away with anything obtained high loadings in Factor I. Dimensions of personal/social interactions of teachers were represented by Factor II. Positively viewed teacher behaviors such as having a good personality (e.g., sense of humor, talk nicely, like

friends), taking time to help children (e.g., explain things, give examples, give help), and being fair in treating boys and girls alike, not being biased, all appeared in Factor II. Respect and concern for students were the critical elements of Factor III, which included behaviors such as not listening to children, not being fair, being prejudiced because of race or older brothers and sisters, and taking anger and frustration out on children who are not at fault. Factor IV represented an organizational dimension of teachers' classroom behavior, and contained behaviors such as being too disorganized, not covering all the material on a test, nagging, boring, not caring about children, and being not too bright. Behaviors to be portrayed on the videotape for Phase III of the study were identified on the basis of these factor loadings in the following fashion.

Scale means for items which obtained high loadings on Factor I were examined in order to locate behaviors which were perceived as negative by students. Behaviors for inclusion in the negative treatment tape were selected from among those whose means were $\geq$ 4.0 (see Appendix D for scale values). Similarly, behaviors to be incorporated in the positive treatment tape were chosen from among those whose scale means were $\leq$ 2.0. The mixed treatment tape was developed from a combination of both negatively perceived and positively perceived behaviors which also met the $\leq$ 2.0 and $\geq$ 4.0 criteria.

Behaviors selected for inclusion in the Phase III videotapes were selected from the four Factors derived from Phase II data. Behaviors and their respective factors for each videotape are presented in Table 3. The negative tape contained behaviors which reflect teachers classroom management skills and techniques. Behaviors portrayed included assigning too much work, not allowing students to chew gum or use the bathroom, being too strict, and sending students to the office. The positive tape represented dimensions of personal/social interaction, and includes being friendly, showing trust and respect for the child, taking time to explain and help, and having a good personality. The mixed tape included behaviors from management skills, personal/social interaction, and organizational aspects Factors. The teacher portrayed on this tape exhibited disorganization, failure to cover material given on a test as well as giving children personal freedom and making things interesting (i.e., going on field trips).

Phase III

Purpose

The purpose of Phase III was to determine the extent to which emotionally handicapped children differ from regular class peers in their perception of and reactions to certain teacher behaviors as portrayed on videotapes. Phase III also served as a means of further validation of information concerning teacher behaviors which was obtained in Phases I and II.

Table 3

Breakdown of Teacher Behaviors and Their Accompanying Factors by Videotape

Item	Factor
Negative	
Too Much Work	1
Can't Talk or Chew Gum	1
Can't Use the Bathroom	1
Move Your Seat	1
Too Strict	1
Not Enough Time to Finish	1
Send You to the Office	1
Tests Every Day	1
Positive	
Good Personality	2
Take Time to Explain	2
Help You	2
Reasonable Work Load	2
Let You Use the Bathroom	2
Trust You	2
Make Things Interesting	2
Like a Friend	2
Mixed	
Disorganized	4
Tests Every Day	1
Let You Use Bathroom	2
Don't Cover Material	4
Let You Chew Gum	2
Make Things Interesting	2

Subjects

Fifty-one subjects served as participants in Phase III of the investigation; 22 of these were selected from a junior high school which serves emotionally handicapped students, and the remaining 29 were selected from students that attend a private junior-senior high school. Both of these school facilities were located in Minneapolis, Minnesota. All subjects had attended the first six elementary grades in public schools throughout the Minneapolis/ St. Paul metropolitan area and its outlying suburbs. The range of educational backgrounds for students who attend both of the schools were considered to be similar. A breakdown of Phase III subjects by sex, race, and grade level is presented in Table 4. The sample of emotionally handicapped students was composed of 19 males and three females; 15 were white while seven were black. Grade level breakdown revealed that there was one student from seventh grade, nine from eighth grade, and 12 who were in the ninth grade. Students from the regular education sample consisted of 14 males and 15 females. All 29 of the subjects were shite; 17 were from seventh grade and the remaining 12 were from eighth grade. The range of ages for the EH sample was 13 years 6 months to 14 years one month. Subjects from the EH group were those students from the total school population (N = 46) for whom parent permission was obtained (N=22). Regular group subjects were selected at random from the class lists of seventh and eighth graders in attendance at the school. Thirty-six subjects were selected initially. The

29 students for whom parent permission was obtained were assigned at random to one of three treatment tapes, as were EH participants.

Table 4

Breakdown of Phase III Subjects by Sex, Race, and Grade Level

		Sex		Race		Grade Level		
		Male	Female	White	Black	Seven	Eight	Nine
EH	N	19	3	15	7	1	9	12
	%	86	14	68	32	5	41	54
REG	N	14	15	29	0	17	12	0
	%	48	52	100	0	59	41	0

Materials

Three videotapes, three minutes in length, were developed for Phase III of the study. The first tape consisted of a white, female junior high school teacher and three white students (i.e., two boys and a girl) who portrayed roles similar to those in a typical classroom setting. As previously described (see pages 23, 24, 25) the teacher exhibited eight of the negatively perceived teacher behaviors (see Appendix G). The same procedure was followed for development of the second tape, which contained seven positively perceived behaviors. The mixed treatment tape contained both positively and negatively perceived behaviors and was included as a

means of approximating a more normal condition; that is, to account for more average variability in actual teacher behavior. The ratio of behaviors for this tape was two negative to one positive trait and was consistent with the ratio obtained in analyses of both the Phase I survey and the Phase II Teacher Behavior Rating Scale.

Validation of tape content was accomplished by two methods. The first method involved having two raters who were certified classroom teachers complete a checklist of all teacher behaviors included in the three videotapes. Each rater viewed the videotapes and placed the number of the tape (e.g., 1, 2, or 3) in which the behavior occurred beside each behavior. Interrater agreement for this procedure was .90. The second method, content validation, was a pilot study of Phase III in which 36 students in a junior high school summer remedial program viewed the three videotapes and responded on the dependent measure. One-way analysis of variance revealed that the ratings for the positive tape ($\overline{X}$ = 2.2) were significantly different at the p = .05 level from the ratings of both the negative tape ($\overline{X}$ = 3.7) and the mixed tape ($\overline{X}$ = 3.1). The ratings of negative and mixed tapes were considered to be not significantly different. These were the expected results in light of the 2:1 ratio of negative/positive traits on the mixed tape and given the scale values of 1 = positive to 5 = negative values.

Dependent Measure

The dependent measure for Phase III was composed of eight Likert type items which were scaled 1 to 5; a rating of 1 signified a favorable reaction (like), while a rating of 5 indicated an unfavorable reaction (dislike). Items on this scale were constructed on the basis of results of the analysis of both the Phase I survey and the Phase II rating scale, and were considered to be dimensions of teacher behavior which had high frequency of children's responses and, therefore, could be presumed to be of importance to children. Analysis of responses on the dependent measure revealed several findings of interest. Visual inspection of frequency distributions by item suggested even distribution of scale responses across items. In addition, breakdowns of ratings to items both by sex and race showed non-significant ($p = .0$) differences item by item. The decision to represent the scale by its mean (average) score was made on the basis of this information (see Appendix H).

Procedures

The videotapes were viewed under one of six different conditions: (a) regular class subjects/positively perceived teacher behaviors, (b) regular class subjects/negatively perceived teacher behaviors, (c) regular class subjects/mixed teacher behaviors, (d) emotionally handicapped subjects/positively perceived teacher behaviors, (e) emotionally handicapped subjects/negatively perceived teacher behaviors, and (f) emotionally handicapped subjects/mixed

teacher behaviors. After viewing the tape, subjects were asked to respond to the dependent scale (Appendix H) which was designed to measure their perceptions of and reactions to the teacher portrayed on the tape. Items were presented to all subjects both in written form and orally in order to control for variation in reading abilities of the children. Each child was instructed orally to view the videotape and to focus his/her attention on what the teacher was doing. He/she was told that eight questions concerning the teacher would be asked following the viewing of the tape. The examiner did not respond to any extraneous questions or comments made by subjects.

Experimental Design

The experimental design for data analysis in this study was a two-factor between subjects analysis of variance (Tuckman, 1977). The type of teacher behaviors portrayed on the videotapes (e.g., positive, negative, or mixed) represented one factor, and the type of educational placement (e.g., emotionally handicapped or regular classroom) represented the other. A graphic representation of this design including cell identifiers and the number of subjects per cell is presented in Figure 2. Information regarding the extent to which children's ratings of various teacher behaviors portrayed on videotapes would vary as a function of the type of behaviors portrayed or the type of child who viewed the tape was further analyzed.

Class Placement	Teacher Portrayed: Negative Treatment	Mixed Treatment	Positive Treatment
EH Group (1)	Cell = 12 N = 9	Cell = 13 N = 5	Cell = 11 N = 8
Regular Group (2)	Cell = 22 N = 10	Cell = 23 N = 10	Cell = 21 N = 9

Figure 2

Graphic Representation of Design

Summary

The purpose, method, and procedures for Phases I, II, and III of the dissertation were presented in Chapter III. Procedures for data analysis of Phases I and II were also discussed, as were validation procedures utilized and a description of the dependent measures for Phase III. Results and interpretation of data from Phase III will be presented in Chapter IV.

CHAPTER IV

RESULTS, CONCLUSIONS, AND IMPLICATIONS

This chapter contains the results of the statistical analysis of the data obtained in Phase III of the investigation. Limitations for the obtained results are presented with conclusions relative to the research questions of interest. Discussion of these results and a description of some implications of the study are also included.

Results

The purpose of this investigation was to examine teacher behavioral and personality traits and the relationship between these traits and children's perceptions of and reactions to teachers. In order to examine these relationships, it was necessary to conduct the investigation in three phases. Subjects in Phase I identified teacher behaviors which they liked and teacher behaviors which they did not like. Phase II subjects completed a rating scale which had been developed from the behaviors identified in Phase I. Factor analysis of Phase II ratings revealed clusters of teacher behavior which were useful in the development of the videotapes used in the final phase.

Subjects in Phase III were required to view a three minute videotape in one of three treatment conditions and to respond on an eight item rating scale. Scores were summed for all students in order to obtain a mean score for each. The extent to which subjects' responses to the dependent measure were internally consistent (i.e., reliable) was investigated using coefficient alpha. The resulting reliability ($r = .94$) was adjusted for the number of items in the scale using the Spearman-Brown correction formula and this procedure resulted in a reliability of $r = .97$. A two-factor between subjects analysis of variance was performed on scores from the dependent measure using subprogram ANOVA from the Statistical Package for the Social Sciences (Nie et al., 1975).

The level of significance for all tests was set at 0.05, and an additional criteria of at least a 0.5 unit difference between means was imposed in an attempt to differentiate significance from importance of results. Means, standard deviations, and analysis of variance summary table for the analysis are presented in Table 5. The analysis revealed a significant main effect for tape content ($F(2,50) = 6.65$) and for the tape content by class placement ($F(2,50) = 3.42$). A visual analysis (see Figure 3) of the interaction effect suggested that under the negative treatment condition, the scores for regular class subjects was slightly greater than that of the emotionally handicapped subjects. The mean score for regular class students was also greater than that of emotionally handicapped students under the mixed treatment

Table 5

Means, Standard Deviations, and Analysis of Variance Summary Table for Emotionally Handicapped and Regular Class Students

Group	Videotape Composition	Mean	Standard Deviation
EH	Negative	3.60	1.07
	Mixed	2.60	1.03
	Positive	2.60	1.12
REG	Negative	3.90	.59
	Mixed	4.00	.68
	Positive	2.00	1.07

N = 50

Note: 1 = positive, 5 = negative

Source	df	MS	F
Class	1	1.12	1.31
Tape	2	10.40	12.12*
Class Tape	2	3.64	4.25*
Residual	45	.86	

*p .001

condition, while the emotionally handicapped group's mean score was greater than that of the regular class group for the positive treatment condition. Application of criteria for both statistical and practical significance revealed that emotionally handicapped and regular class students differed in their perceptions of and reactions to the teacher portrayed on both the mixed and positive videotapes. There were no statistical or practical differences between the two groups under the negative treatment condition. Emotionally handicapped children rated the teacher more positively than their regular class peers in the negative tape, more negatively than their regular class peers in the positive tape, and more positively than their regular class peers on the mixed treatment tape.

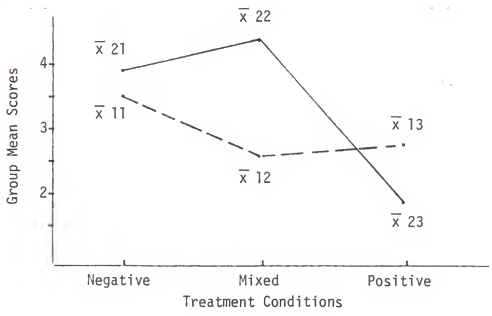

Figure 3

Plot of Means Showing Interaction Effects

Follow-up t-tests of interest based on these data were those of the differences between means for the two groups under the mixed treatment condition as compared to the mean differences for the positive and negative treatment conditions, and the comparison of the group means for regular and EH subjects on both the negative and mixed tapes as contrasted with the means of the two groups under the positive treatment condition. These comparisons were accomplished by means of two orthogonal contrasts. The first contrast was significant ($t = 2.44$) at the $p \leq .05$ level, while the second contrast ($t = -2.15$) level of significance was $p \leq .01$. (See Figure 3 for graphic illustration of interaction effects.)

Conclusions

Conclusions to be drawn from this study must be viewed within the focus of several critical constraints. Subject acquisition for Phase III of the investigation was made more difficult because of reticence on the part of school administrators in the Minneapolis area to agree to participate in the study. Stringencies imposed by the University of Minnesota Committee for the Protection of Human Subjects made permission forms difficult for many of the parents to comprehend, thus reducing both the number of respondents and those who would agree to allow their child to participate. The resulting subject sample was biased in that it was not possible to select subjects at random from the available population (Campbell & Stanley, 1963). In addition, although assignment of subjects to

treatment tapes was made at random, the high rate of absenteeism in the emotionally handicapped population resulted in inequalities in the number of subjects both between EH and regular groups and within individual cells within groups.

This investigation was completed using a videotape presentation of several "types" of teachers. Children were asked to make decisions about the teacher after seeing a relatively small, although consistent, sample of her behavior. Generalizations regarding these ratings must be interpreted in light of this experimental context; that is, children's ratings in a real-life classroom with more time to "get to know" the teacher may have been quite different.

Finally, comparison of subjects from Minnesota based on teacher characteristics which were identified by students in Florida might further reduce generalizability of these results. One final consideration is that of the emotional lability of students in the EH sample. The majority of data collected from this population was under conditions of cooperation; however, several subjects viewed the videotapes after serving a period in time-out and were hostile both to the experimenter and the task. These subjects consistently rated each item on the dependent measure with a high negative value (i.e., a 4 or a 5) regardless of the content of the tape. It is with the above constraints in mind that conclusions are now presented.

Research Question One

The first assumption that students from emotionally handicapped and general education classes would react differently to videotapes of teachers portraying characteristics identified as positive by students than they would to videotapes of teachers portraying characteristics identified as negative by students was partially supported by the results of this investigation. The negative treatment tape received a negative evaluation from both the EH and the regular students. Although the mean difference between the two groups was not statistically significant, the regular class students were more negative in their response under this condition, and their perceptions of and reactions to the negatively portrayed teacher behaviors were therefore more consistent with the perceptions and reactions of Phase I and II subjects. The positive treatment tape received a somewhat favorable rat-ng from both groups, but once again the rating by the EH group was less positive than for the regular class group and less consistent with those of Phase I and II subjects. Evaluation of the mixed treatment tape resulted in a high negative rating on the part of regular class students and a somewhat positive rating by EH students. Once again, students from regular classrooms perceived the teacher behaviors, which were more negative than positive, with greater consistency than emotionally handicapped students.

Research Question Two

The assumption that emotionally handicapped students would react differently than regular class students regardless of the content of the videotapes was not upheld. Responses to both the negative and positive tapes were not statistically significantly different for the two groups; however, the mixed treatment condition elicited highly negative reactions from regular class students and somewhat positive reactions from EH students.

Research Question Three

The assumption that responses would vary as a function of both class placement and tape content was supported by the results of this study. Students from regular classrooms perceived the negative and mixed condition tapes more negatively than emotionally handicapped students and also evaluated the positive tape more positively than did EH students. Differential reactions to the mixed tape, where regular students viewed the teacher negatively and emotionally handicapped students perceived her positively, resulted in an interaction between class placement and tape content. The nature of the interaction will be discussed at length in the following section.

Discussion

This investigation examined teacher behavioral and personality traits and the relationship between those traits and children's perceptions of and reactions to them. The perceptions and reactions

of emotionally handicapped children were examined in contrast to regular class students. The study was conducted in three phases which will now be discussed.

Phase I

In Phase I of the study children of middle school age were asked to identify teacher behaviors which they either preferred or disliked; they were able to express their opinions concerning these behaviors in a meaningful fashion. An analysis of results of the survey conducted in Phase I suggested that children identified twice as many teacher behaviors which they disliked as opposed to those behaviors which they liked.

Behaviors which were disliked and also received the highest percentage of responses from children (see Appendix C) included dimensions of classroom management such as giving unreasonable work assignments, not allowing children enough personal freedom, not giving enough help, and general teacher negativism and irritability. Lack of concern and respect for children and unwillingness to be fair to all, regardless of sex, race, or other social factors also received high response rates. Behaviors which were liked by a high percentage of children included taking time to explain and give help, having good personalities and a sense of humor, giving children free time, making learning fun, and the ability to teach adequately. Also liked by many of the subjects were teachers who make learning interesting, have good classroom control, and who were also open, like friends.

Phase II

Subjects in Phase II completed a 54-item rating scale which was developed using teacher behaviors identified in Phase I. A factor analysis of responses on the Phase II scale was performed in order to identify clusters of teacher behaviors which were similarly rated by children. Four factors were revealed as a result of this analysis.

Within the first of these dimensions classroom management skills and techniques were included; behaviors which were liked and those which were disliked were represented (see Appendix F). Disliked behaviors which received high loadings on Factor I were; too much work assigned, sending children to the office, giving tests every day, being too strict, and not allowing children enough freedom. Behaviors which were liked and received high Factor I loadings were letting children get away with a few things and giving free time. Factor 2 included "personal/social" teacher behaviors which were liked by children, and included having a good sense of humor, being polite, being fair to children regardless of sex, race, or other social traits, and being open like friends. Behavior which were indicative of a lack of concern and respect for students loaded on Factor 3. These behaviors were disliked and included not listening to children, not being fair, taking anger and frustration out on students not at fault, and being prejudiced. Factor 4 included organizational behaviors of teachers, and included being disorganized, not covering all the material on a test, nagging, and being boring.

Phase III

The final phase of this investigation required subjects to view a three-minute videotape of a teacher and three children in a classroom setting, and to evaluate the teacher's behavior on an eight-item rating scale.

Differences between the responses of emotionally handicapped and regular class students were ascertained to be not statistically different as a function of class placement overall; however, further examination of the graphic representation of the interaction effects (see Figure 3) revealed several phenomena of interest to research in emotional handicaps in children. It would appear that when presented with clearly defined parameters of teacher behavior, emotionally handicapped students can make discriminations almost as well as regular students. A problem arises when these students are presented with ambiguous information, or stimuli, in that they (EH) do not sort out such information and respond in the same manner as their regular class peers. In other words, regular class students perceived the teacher behaviors in the mixed treatment tape the same as they did the negative tape behaviors. Emotionally handicapped students, on the other hand, attended to the mixed information differently, and therefore perceived the mixed tape behavior the same as the positive behaviors.

An additional observation is one related to the range of responses for each group. Regular class mean responses ranged from 4.00 to 2.00, while the responses of emotionally handicapped

students fell within a range of 3.60 to 2.60. Comparison of these two ranges suggests that emotionally handicapped students possess a more restricted range of responses in their behavioral repertoire and are thus more limited in the number and variety of available alternatives for reacting to teacher behaviors.

One last observation of interest lies in that emotionally handicapped students were better able to assess negative behaviors than positive or ambiguous behaviors. One interpretation of this information might be that emotionally handicapped students have more negatives in their reinforcement history and thus are more efficient in making negative discriminations than positive. Further, these students may, for the above reason, not be able to receive and respond to positive feedback appropriately. One additional interpretation might be that the mixed treatment condition was a close approximation of the "normal" classroom environment, and that the "normal" environment is perceived more positively by emotionally handicapped children than regular classroom children.

Research Implications

The results of this study support the hypothesis that emotionally handicapped students' responses to teacher behaviors are qualitatively different from those of their nore normal peers. Further investigation into teacher characteristics and their effects on such students appears to be indicated by the results of this study. Characteristics of teachers who received

more negative responses from children might further clarify the nature of classroom interactions for emotionally handicapped children. Methods of teaching teachers to be more aware of both their own behaviors and effects of their behaviors on children need to be developed and refined. Such methods might include making teachers more cognizant of differences in the perceptions and reactions of children who are labeled as emotionally handicapped, and to better prepare teachers to deal with responses which do not conform to normal expectations.

The extent to which results of the investigation would remain consistent across settings, grade levels, and geographic locations remains to be demonstrated. Although no attempt was made within the focus of this investigation to compare the responses of emotionally handicapped and regular classroom children during Phases I and II, those comparisons might be of interest in future research. It is anticipated that the instruments, methods, and procedures developed in this research will prove useful in future investigations regarding children's ratings of teachers.

Summary

The purpose of this investigation was to determine the extent to which emotionally handicapped students differ in their reactions to teachers from the reactions of regular class students. Considerable research in education has demonstrated that teachers

react differentially to a variety of children's characteristics. For example, sex of the child, child behaviors, physical appearance, socio-economic status, and measured intellectual ability have been shown to be influential in teacher-student interactions (Brophy & Good, 1974). Similar research with regard to children's reactions to teacher characteristics has been less extensive. This research was designed to investigate the extent to which teacher characteristics influence children's perceptions of and reactions to a teacher. One aspect of teacher attributes was allowed to vary, that is, one white, female teacher portrayed three different teacher behavioral sets in the same setting with the same student actors. Three groups of emotionally handicapped and three groups of regular class children viewed the teacher under different conditions; ratings of the teacher by emotionally handicapped and regular class children differed as a function of the behavior portrayed. Implications for future research and interventions have been suggested in an effort to better serve emotionally handicapped students in our nation's schools.

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APPENDIX A

PHASE I SURVEY

Instructions to Students

"List as many things as you can think of that you like about teachers. Also list as many things as you can think of that you do not like about teachers. Try to remember all of the teachers you have had since you entered school."

Things I Like About Teachers

Things I Do Not Like About Teachers

APPENDIX B

PHASE I SURVEY PERCENTAGES BY CATEGORY

	Percents	
Cat 1	10.4	Teachers show concern for the student.
Cat 2	7.9	Teachers are not hard just to be cruel.
Cat 3	37.6	Teachers take time to explain, give help, give examples, etc.
Cat 4	2.5	Teachers are not moody.
Cat 5	2.2	Teachers are not prejudiced.
Cat 6	15.5	Teachers have good personalities and sence of humor.
Cat 7	3.8	Teachers give you enough time for your work.
Cat 8	5.4	Teachers try to control the class.
Cat 9	3.5	Teachers are well organized.
Cat 10	4.1	Teachers dress nicely.
Cat 11	1.6	Teachers are creative.
Cat 12	2.7	Teachers take you on field trips.
Cat 13	4.1	Teachers let you ask questions.
Cat 14	2.5	Teachers are not sympathetic with trouble makers.
Cat 15	4.1	Teachers let you work at your own pace.
Cat 16	.5	Teachers give you enough work to keep you busy.
Cat 17	3.3	Teachers notice individual student needs.
Cat 18	3.0	Teachers give full credit for the work that is done.
Cat 19	1.9	Teachers know what they are doing.
Cat 20	8.3	Teachers teach you something.
Cat 21	25.3	Teachers are understanding and let you get away with some things.

Cat 22	6.5	Teachers make things interesting.
Cat 23	44.1	Teachers are open...like friends.
Cat 24	15.5	Teachers talk nicely (polite).
Cat 25	5.7	Teachers are strict.
Cat 26	4.6	Teachers are nice looking.
Cat 27	.5	Teachers know your name.
Cat 28	.5	Teachers have nice cars.
Cat 29	.3	Teachers are not afraid of students.
Cat 30	.3	Teachers communicate with other teachers.
Cat 31	13.9	Teachers let students talk, chew gum, eat candy, get water, etc.
Cat 32	10.9	Teachers give free time.
Cat 33	4.6	Teachers treat boys and girls fairly (not biased).
Cat 34	10.9	Teachers do not give too much homework or tests.
Cat 35	3.0	Teachers let you sit where ever you want.
Cat 36	5.7	Teachers are fair with grades (give you a point now and then).
Cat 37	3.8	Teachers let you make up your work.
Cat 38	.8	Teachers let you work for extra credit.
Cat 39	1.6	Teachers let you cook, grow plants, and have animals in class.
Cat 40	3.5	Teachers make you work, not let you slip by.
Cat 41	1.6	Teachers are neat and clean and smell nice.
Cat 42	4.9	Teachers like and respect you and trust you.
Cat 43	.8	Teachers have show and tell time.
Cat 44	.3	Teachers have clear handwriting.
Cat 45	.3	Teachers have soft voices.
Cat 46	.3	Teachers do not bring family problems to school.

Cat 47	2.7	Teachers are forgiving.
Cat 48	9.5	Teachers make learning fun, play games, show films.
Cat 49	4.9	Teachers will let you use the bathroom in an emergency.
Cat 50	.8	Teachers will loan you money.
Cat 51	1.1	Teachers are interested in what they teach.
Cat 52	.3	Teachers are flexible.
Cat 53	.8	Teachers are able to make firm decisions.
Cat 54	3.3	Teachers let you help them (grade papers, etc.).
Cat 55	1.4	Teachers let you borrow pencils, paper, pens, books.
Cat 56*	14.2	Teachers do not give enough help.
Cat 57	1.6	Teachers are too busy.
Cat 58	4.6	Teachers are too disorganized.
Cat 59	9.3	Teachers are too nosey or pushy.
Cat 60	2.2	Teachers do not believe you or trust you.
Cat 61	5.7	Teachers do not care about you.
Cat 62	3.3	Teachers say things about you.
Cat 63	9.5	Teachers are prejudiced (color, older sibs, etc.).
Cat 64	14.4	Teachers have pets.
Cat 65	35.1	Teachers assign too much work (homework, busy work, hard work).
Cat 66	15.0	Teachers assign too much classwork to finish in the time allotted.
Cat 67	25.6	Teachers are grouchy.
Cat 68	22.6	Teachers embarrass or criticize you.
Cat 69	8.7	Teachers talk too much.
Cat 70	6.0	Teachers break their own rules.
Cat 71	28.3	Teachers yell at you.

Cat 72	17.2	Teachers send you to the dean (office, principal, write you up).
Cat 73	3.5	Teachers complain.
Cat 74	3.0	Teachers treat you like babies.
Cat 75	3.3	Teachers expect too much.
Cat 76	20.2	Teachers do not listen to you.
Cat 77	1.4	Teachers exaggerate.
Cat 78	21.0	Teachers won't let you use the bathroom (sharpen pencils, chew gum).
Cat 79	4.6	Teachers are not too bright (some of them).
Cat 80	11.1	Teachers do not let you explain (are impatient).
Cat 81	1.1	Teachers do not repeat instructions.
Cat 82	18.5	Teachers are too strict.
Cat 83	11.2	Teachers are not strict enough (scared of students).
Cat 84	.5	Teachers are too organized.
Cat 85	6.0	Teachers can't control their tempers.
Cat 86	9.0	Teachers are stuck up.
Cat 87	.5	Teachers give tests on Fridays.
Cat 88	2.2	Teachers do not give free time.
Cat 89	1.6	Teachers stare at you.
Cat 90	.5	Teachers think they are smart.
Cat 91	0.0	Teachers cheat.
Cat 92	.8	Teachers throw things.
Cat 93	.8	Teachers smoke.
Cat 94	4.1	Teachers threaten you.
Cat 95	1.1	Teachers contradict you.
Cat 96	6.3	Teachers give tests nearly every day.

Cat 97	1.9	Teachers get mad if you can't do something.
Cat 98	4.1	Teachers are not the right age.
Cat 99	.8	Teachers make you read.
Cat 100	.8	Teachers don't let you cheat on tests.
Cat 101	1.9	Teachers hit too much.
Cat 102	0.0	Teachers point their finger at you.
Cat 103	7.1	Teachers give bad progress reports.
Cat 104	7.1	Teachers demand that you do certain things.
Cat 105	4.6	Teachers nag.
Cat 106	2.5	Teachers take away privileges.
Cat 107	5.2	Teachers are ugly (unattractive).
Cat 108	2.2	Teachers are childish.
Cat 109	.3	Teachers are vindictive.
Cat 110	5.4	Teachers are boring.
Cat 111	1.4	Teachers are irresponsible.
Cat 112	2.5	Teachers are slobs (dirty rooms, etc.).
Cat 113	2.5	Teachers act like they hate teaching.
Cat 114	2.7	Teachers pull hair (stick you, physically aggressive).
Cat 115	4.4	Teachers are not respectful of others.
Cat 116	5.7	Teachers look too rich.
Cat 117	1.1	Teachers compare you to other students.
Cat 118	.5	Teachers don't keep promises.
Cat 119	5.2	Teachers move your seat.
Cat 120	16.9	Teachers take out their anger and frustration on students not at fault.
Cat 121	3.5	Teachers will not let you make up work.
Cat 122	3.8	Teachers do not take a bath and wear wierd clothes.

Cat 123	1.1	Teachers touch their private parts in front of the class.
Cat 124	1.4	Teachers use foul language.
Cat 125	1.1	Teachers will not let you have parties.
Cat 126	2.2	Teachers are only interested in the money.
Cat 127	.8	Teachers call on you when you are not paying attention.
Cat 128	5.4	Teachers do not cover all the material on a test.
Cat 129	1.1	Teachers do not have enough books for everyone.
Cat 130	1.1	Teachers make you check out books after school, making you miss the bus.
Cat 131	.8	Teachers are late for appointments.
Cat 132	1.6	Teachers eat in class.
Cat 133	.5	Teachers burp in the middle of a sentence.
Cat 134	1.4	Teachers call your parents.
Cat 135	1.4	Teachers hug and kiss you (wet lips and too much perfume).
Cat 136	.5	Teachers make you give oral reports.
Cat 137	.5	Teachers shake too much.
Cat 138	.8	Teachers don't act independent.
Cat 139	10.4	Teachers are not fair.
Cat 140	10.6	Teachers do not teach understandably.
Cat 141	4.4	Teachers lie.
Cat 142	1.6	Teachers are lazy.
Cat 143	.3	Teachers scrape the blackboard.
Cat 144	.5	Teachers will not let you use a scratch sheet.
Cat 145	2.2	Teachers do not make class fun by using films or field trips.
Cat 146	1.9	Teachers keep you late.

Cat 147	.5	Teachers don't tell you your grade.
Cat 148	.3	Teachers open the window when it is freezing.
Cat 149	.3	Teachers are too organized.
Cat 150	.5	Teachers don't pronounce your name right.
Cat 151	.3	Teachers have large desks while students have a small one.
Cat 152	.3	Teachers worry too much.
Cat 153	.3	Teachers are hard to get along with.
Cat 154	.5	Teachers have substitutes.
Cat 155	.3	Teachers throw your things away.

*Categories 56 - 100 were the original negative characteristics from the pilot survey.

APPENDIX C

STUDENT QUESTIONNAIRE

1.	Teachers who are open . . . like friends	1	2	3	4	5
2.	Teachers who take time to explain, give help, give examples	1	2	3	4	5
3.	Teachers who assign too much work (homework, busy work, hard work)	1	2	3	4	5
4.	Teachers who yell at you	1	2	3	4	5
5.	Teachers who are grouchy	1	2	3	4	5
6.	Teachers who are understanding and let you get away with some things	1	2	3	4	5
7.	Teachers who embarrass or criticize you	1	2	3	4	5
8.	Teachers who won't let you use the bathroom (sharpen pencils, chew gum)	1	2	3	4	5
9.	Teachers who do not listen to you	1	2	3	4	5
10.	Teachers who are too strict	1	2	3	4	5
11.	Teachers who send you to the dean (office, principal, write you up)	1	2	3	4	5
12.	Teachers who take out their anger and frustration on students not at fault	1	2	3	4	5
13.	Teachers who talk nicely (polite)	1	2	3	4	5
14.	Teachers who have good personalities and sense of humor	1	2	3	4	5
15.	Teachers who assign too much classwork to finish in the time allotted	1	2	3	4	5
16.	Teachers who have pets	1	2	3	4	5
17.	Teachers who do not give enough help	1	2	3	4	5
18.	Teachers who let students talk, chew gum, eat candy, get water, etc.	1	2	3	4	5

19.	Teachers who are not strict enough (scared of students)	1 2 3 4 5
20.	Teachers who do not let you explain (are impatient)	1 2 3 4 5
21.	Teachers who give free time	1 2 3 4 5
22.	Teachers who do not give too much homework or tests	1 2 3 4 5
23.	Teachers who do not teach understandably	1 2 3 4 5
24.	Teachers who show concern for the student	1 2 3 4 5
25.	Teachers who are not fair	1 2 3 4 5
26.	Teachers who make learning fun, play games, show films	1 2 3 4 5
27.	Teachers who are prejudiced (color, older siblings, etc.)	1 2 3 4 5
28.	Teachers who are too nosey or pushy	1 2 3 4 5
29.	Teachers who are stuck up	1 2 3 4 5
30.	Teachers who talk too much	1 2 3 4 5
31.	Teachers who teach you something	1 2 3 4 5
32.	Teachers who are not hard just to be cruel	1 2 3 4 5
33.	Teachers who give bad progress reports	1 2 3 4 5
34.	Teachers who demand that you do certain things	1 2 3 4 5
35.	Teachers who make things interesting	1 2 3 4 5
36.	Teachers who give tests nearly every day	1 2 3 4 5
37.	Teachers who break their own rules	1 2 3 4 5
38.	Teachers who can't control their tempers	1 2 3 4 5
39.	Teachers who are strict	1 2 3 4 5
40.	Teachers who look too rich	1 2 3 4 5

41.	Teachers who are fair with grades (give you a point now and then)	1	2	3	4	5
42.	Teachers who do not care about you	1	2	3	4	5
43.	Teachers who do not cover all the material on a test	1	2	3	4	5
44.	Teachers who are boring	1	2	3	4	5
45.	Teachers who try to control the class	1	2	3	4	5
46.	Teachers who are ugly (unattractive)	1	2	3	4	5
47.	Teachers who move your seat	1	2	3	4	5
48.	Teachers who like and respect you and trust you	1	2	3	4	5
49.	Teachers who will let you use the bathroom in an emergency	1	2	3	4	5
50.	Teachers who are nice looking	1	2	3	4	5
51.	Teachers who treat boys and girls fairly (not biased)	1	2	3	4	5
52.	Teachers who are too disorganized	1	2	3	4	5
53.	Teachers who are not too bright (some of them)	1	2	3	4	5
54.	Teachers who nag	1	2	3	4	5

APPENDIX D

EXAMPLES OF SLIDE FORMATS

1. TEACHERS WHO ARE OPEN . . . LIKE FRIENDS

1	2	3	4	5
LIKE				DISLIKE

APPENDIX E

AUDIO SCRIPT FOR PRESENTATION OF THE TEACHER BEHAVIOR RATING SCALE

"The purpose of this Teacher Behavior Rating Scale is to find out how students feel about certain behaviors of classroom teachers. We hope that the information obtained from this scale will help teachers to better understand students and thus improve teacher-student relationships in the classroom.

You are to rate each teacher behavior as to how bother-
Slide 1 some it would be for you in a school setting. The rating scale is from 1 to 5 . . . if the behavior would be one that you would like a lot for you, you would circle #1. If the behavior would be one that you would dislike a lot, you would circle #5. Number 2 indicates that the behavior would be one that you would like a little, number 3 would indicate that you are not sure whether you would like or dislike the behavior, and number 4 that you would dislike the behavior a little. In other words, if the behavior is one that would not be much of a problem for you, you would circle 1 or 2. If the behavior would be a problem, you would circle either 4 or 5. If you do not have a strong feeling in either direction, you would circle #3.

Let's look at an example before we begin. Suppose the
Slide 2 behavior is teachers who give you free time for disco dancing.

Most students would circle a 1 or 2 for this behavior because many young people like to dance and would not be bothered by the behavior.

We are now ready to begin. Each behavior will be read aloud and you will be given time to indicate your answer by circling one of the numbers from 1 to 5 which appear after each behavior.

Slide 3 1. Teachers who are open . . . like friends.

Slide 4 2. Teachers who take time to explain, give help, give examples.

Slide 5 3. Teachers who assign too much work (homework, busy work, hard work).

Slide 6 4. Teachers who yell at you.

Slide 7 5. Teachers who are grouchy.

Slide 8 6. Teachers who are understanding and let you get away with some things.

Slide 9 7. Teachers who embarrass or criticize you.

Slide 10 8. Teachers who won't let you use the bathroom (sharpen pencils, chew gum).

Slide 11 9. Teachers who do not listen to you.

Slide 12 10. Teachers who are too strict.

Slide 13 11. Teachers who send you to the dean (office, principal, write you up).

Slide 14 12. Teachers who take out their anger and frustration on students not at fault.

Slide 15 13. Teachers who talk nicely (polite).

Slide 16 14. Teachers who have good personalities and sense of humor.

Slide 17 15. Teachers who assign too much classwork to finish in the time allotted.

Slide 18	16.	Teachers who have pets.
Slide 19	17.	Teachers who do not give enough help.
Slide 20	18.	Teachers who let students talk, chew gum, eat candy, get water, etc.
Slide 21	19.	Teachers who are not strict enough (scared of students).
Slide 22	20.	Teachers who do not let you explain (are impatient).
Slide 23	21.	Teachers who give free time.
Slide 24	22.	Teachers who do not give too much homework or tests.
Slide 25	23.	Teachers who do not teach understandably.
Slide 26	24.	Teachers who show concern for the student.
Slide 27	25.	Teachers who are not fair.
Slide 28	26.	Teachers who make learning fun, play games, show films.
Slide 29	27.	Teachers who are prejudiced (color, older siblings, etc.).
Slide 30	28.	Teachers who are too nosey or pushy.
Slide 31	29.	Teachers who are stuck up.
Slide 32	30.	Teachers who talk too much.
Slide 33	31.	Teachers who teach you something.
Slide 34	32.	Teachers who are not hard just to be cruel.
Slide 35	33.	Teachers who give bad progress reports.
Slide 36	34.	Teachers who demand that you do certain things.
Slide 37	35.	Teachers who make things interesting.
Slide 38	36.	Teachers who give tests nearly every day.
Slide 39	37.	Teachers who break their own rules.
Slide 40	38.	Teachers who can't control their tempers.
Slide 41	39.	Teachers who are strict.
Slide 42	40.	Teachers who look too rich.

Slide 43 41. Teachers who are fair with grades (give you a point now and then).

Slide 44 42. Teachers who do not care about you.

Slide 45 43. Teachers who do not cover all the material on a test.

Slide 46 44. Teachers who are boring.

Slide 47 45. Teachers who try to control the class.

Slide 48 46. Teachers who are ugly (unattractive).

Slide 49 47. Teachers who move your seat.

Slide 50 48. Teachers who like and respect you and trust you.

Slide 51 49. Teachers who will let you use the bathroom in an emergency.

Slide 52 50. Teachers who are nice looking.

Slide 53 51. Teachers who treat boys and girls fairly (not biased).

Slide 54 52. Teachers who are too disorganized.

Slide 55 53. Teachers who are not too bright (some of them).

Slide 56 54. Teachers who nag.

Before you hand in your paper, place your sex, race, grade level, and date of birth in the proper place.

Thank you for your help.

APPENDIX F

ROTATED FACTOR LOADINGS

	F_1	F_2	F_3	F_4
Teachers who let students talk, chew gum, eat candy, get water, etc.	-.68			
Teachers who assign too much work (homework, busy work, hard work)	.56			
Teachers who send you to the dean (office, principal, write you up)	.55			
Teachers who are strict	.53			
Teachers who give tests nearly every day	.52			
Teachers who give bad progress reports	.50			
Teachers who do not give too much homework or tests	.49			
Teachers who are too strict	.49			
Teachers who move your seat	.48			
Teachers who give free time	-.46			
Teachers who are not strict enough (scared of students)	-.45			
Teachers who won't let you use the bathroom (sharpen pencils, chew gum)	.44			
Teachers who assign too much classwork to finish in the time allotted	.41			
Teachers who are understanding and let you get away with some things	-.41			
Teachers who have good personalities and sense of humor		.68		
Teachers who like and respect you and trust you		.61		

	F_1	F_2	F_3	F_4
Teachers who will let you use the bathroom in an emergency		.61		
Teachers who talk nicely (polite)		.60		
Teachers who take time to explain, give help, give examples		.57		
Teachers who treat boys and girls fairly (not biased)		.52		
Teachers who make things interesting		.50		
Teachers who are open . . . like friends		.48		
Teachers who teach you something		.47		
Teachers who do not listen to you			.57	
Teachers who are not fair			.53	
Teachers who are prejudiced (color, older siblings, etc.)			.52	
Teachers who do not teach understandably			.47	
Teachers who take out their anger and frustration on students not at fault			.42	
Teachers who are too disorganized				.53
Teachers who are boring				.52
Teachers who nag				.50
Teachers who do not cover all the material on a test				.48
Teachers who do not care about you				.45
Teachers who are not too bright (some of them)				.45

APPENDIX G

VIDEOTAPE SCRIPTS

Script for Negative Videotape

(Teacher and students are seated at appropriate desks in a classroom setting.)

Teacher "Now I would like you to get out your math books. Your assignment for classwork today is pp. 48-55." (1)*

Student 1 (Tom) leans over to talk to Student 2 (John)

Teacher "Tom, spit out your gum and stop talking to John!" (2)

(Camera close-up of John reveals that he is also chewing gum)

Tom (Raises hand) "May I be excused, Ms. Smith?"

Teacher "You can wait until the end of the period." (3)

(Student 2 (John) leans over to talk to Student 3 (Kathy) --he is still chewing gum. Teacher watches them, but ignores their behavior.)

(Tom passes a note to John.)

Teacher "Tom, you will have to sit up here by me since you can't behave." (4)

Tom "But you let John chew gum and talk to . . ."

Teacher "I don't want to hear anymore! Come up here or go to the office!" (5)

(Students continue to work on math.)

Teacher "Put your name on your paper and put it in the math basket."

Kathy "But Ms. Smith, I have only had time to do four pages." (6)

John "I've only done three!"

Tom "That's not fair."

Teacher "Tom, that's enough -- go to the office." (7)
(She turns to the class.) "Tomorrow we will have another spelling test like to ones we have every day, and a weekly math test." (8)

Camera fades on teacher.)

*Numbers in ( ) indicate negative teacher behavior being portrayed.

Script for Positive Videotape

(Teacher and students are seated at appropriate desks in a classroom setting.)

Teacher (Smiling, and with a warm tone of voice) "Please get out your math books and turn to page 48. (1)*
I'm going to review the steps for these problems before you begin your assignment. (2)
(Explains steps for math problem.)

Tom "Ms. Smith, I still don't understand what to do."

Teacher "When the others have started to work, I will come and help you individually. (3)
Your assignment is pages 48 and 49 -- even numbered problems." (4)

Kathy (Hand raised, chewing gum) "Ms. Smith, may I be excused?"

Teacher "Of course, Kathy." (5)

(Students occasionally lean over to talk to neighbors.)

"When you finish your math, you may use the key to grade your paper. (6)
If you have any questions or problems, I'll help you."

(Students continue to work. John comes up to the desk for help, followed by Kathy, who has returned from the restroom)

Teacher "It's time for the bell. If you are not finished with your math, you may take it home tonight and turn it in in the morning."

(Students turn in papers.)

"Remember, the bus leaves for our trip to the planatarium at 9:00 in the morning. Try to be here by 8:45." (7)

(As the scene closes, the teacher is seen chatting with Student 1 (Kathy) and Student 1 (Tom). (8)

*Numbers in ( ) indicate positive teacher behavior being portrayed.

Script for Positive/Negative Videotape

(As the scene opens, the teacher is seen fumbling around on her desk for something.)

Teacher "I know it's here somewhere. (-1)* Go ahead and number your papers from 1 to 20 while I look for the spelling test." (-2)

Kathy (Leans over to John) "We just had a math test yesterday and reading the day before!"

John "Ms. Smith, may I be excused?" (2) (He is smacking his gum while he talks) (+3)

Teacher (Smiling) "Yes, you may, John." (+4) (Finally finds her list) "All right, we are ready to begin the test. Number 1, contagious. (Pauses) Number 2, infection.

Tom (Raises hand, has a puzzled expression on his face.)

Teacher "Yes, Tom."

Tom "These are not the words for this week. We haven't covered this chapter yet!" (-5)

Teacher "Looking a bit confused) "Oh yes, I suppose we haven't, but you should know these words from your first health unit. Number 3, bacteria."

(Students look at each other in exasperation.)

(Camera fades out momentarily and then back again)

"Number 20, virus."

"Remember, tomorrow we will go to the poultry farm to watch eggs hatch and to see how the farm is operated. Be sure to bring your science notebooks on gestation of the chicken and your money for snacks. The bus will leave at 9:00. (+6)

(Camera fades)

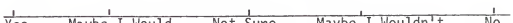
*Numbers in ( ) indicate teacher behaviors being portrayed. Positive and negative behaviors are indicated by + and - respectively.

APPENDIX H

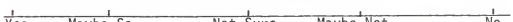
PHASE III RESPONSE ITEMS FOR VIDEOTAPES

Instructions: Circle the best answer in each question.

1. I would like to be in this teacher's class.

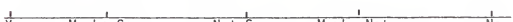


2. This teacher would help you if you had a problem.



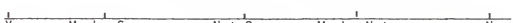
3. My friends would like to be in this teacher's class.

4. The teacher would be fair to her students.



5. I would learn a lot from this teacher.

6. If you could choose a teacher, would you choose this one?



7. This teacher knows a lot about what she teaches.

8. I would rate this teacher as:

Grade _____

Sex _____

Date of Birth _____

Race _____

BIOGRAPHICAL SKETCH

Linda Sue Richey was born to James H. and Margaret E. Richey in Leesburg, Florida, on August 22, 1940, and completed her public school education there in Lake County Schools. Ms. Richey received the Bachelor of Fine Arts degree with a major in voice from the University of Florida in June 1967, and a Master of Arts degree in Mental Retardation in May of 1972, from the University of South Florida. Ms. Richey will receive the Doctor of Philosophy degree with a major in special education from the University of Florida in December 1979. She is presently serving as a post-doctoral research fellow at the Institute for Research on Learning Disabilities at the University of Minnesota.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

Robert F. Algozzine, Chairman
Associate Professor of Special Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

Cecil D. Mercer
Associate Professor of Special Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

Michael B. Resnick
Assistant Professor of Pediatrics

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

Rex E. Schmid
Associate Professor of Special Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

Stuart E. Schwartz
Associate Professor of Special Education

This dissertation was submitted to the Graduate Faculty of the Department of Special Education in the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

December, 1979

Dean, Graduate School